**Unit Title:** Hard Love by Ellen Wittlinger

**Day Title:** Dramatic Role Play

**Lesson Outcome:**

Students will be able to:

* Make connections between the text and their own lives
* Write a script predicting what will happen in the book based on creativity and knowledge of the characters.
* Use improvisation to act out a scene
* Create a mental visualization of the events described in the reading
* Draw a mental visualization of a scene from the reading

**Standards:**

CE 1.3.1 - Compose written, spoken and/or multimedia compositions in a range of genres: pieces that serve a variety of purposes and that use a variety of organizational patterns.

CE 1.5.2 - Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 2.1.7 – Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique

CE 2.2.2 – Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoke, or multimedia text.

CE 3.1.2 - Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.9 – Analyze how the tensions among characters, communities, themes and issues in literature and other texts reflect human experience.

CE 3.2.5 – Respond to literature in a variety of ways providing examples of how texts affect their lives connect them with the contemporary world, and communicate across time.

**Materials Needed:** writing utensil, paper, markers, crayons, colored pencils

**Launch:** Dramatic Role Play

1. Have students chose a partner
2. Read the following out loud:

Marisol agreed to go to the prom with John. He hasn't told Brian and Emily that Marisol is a lesbian, in fact he said that Marisol is his girlfriend. John also hasn't disclosed to Marisol that Gio isn't his real name. The couples are going to arrive at prom in a limo. John is completely freaked out about the whole thing. What's going to happen between John and Marisol at the prom

1. Tell students that they will be using their imaginations and knowledge of the characters to create a realistic script of what happens between John and Marisol at the prom. The script, when acted out, should be between 3 to 8 minutes. Depending on time, students will have an opportunity to act out their scripts for the class.
2. Give students 15-20 minutes to write and practice their scripts.
3. Two or three pairs may present their skit

**Learning Activity:** Read Aloud & Discussion

1. Call on volunteers to read chapters 11-13 (pgs 142-177)
2. After each chapter, call on volunteers to summarize, point out interesting passages, and/or ask questions.
3. Questions to ask after chapter 11

* What is "the initial mystery"?
* Marisol writes that John isn't listening. What isn't he listening about?

1. Questions to ask after chapter 12

* What were some differences between what you thought would happen and what actually happened?
* Do you think John will see Marisol again? Why or why not.

1. Questions to ask after chapter 13

* What does John mean when he says to his mother, "You're the one who couldn't hold on." pg 174

**Assessment:**

* The students must draw a scene from chapters 11-13.
* Tell students to visualize it in their minds. What expressions are on the characters' faces, what does their body posture say about how they feel, what do their surroundings look like, what sort of tone are they using, etc.